DOCUMENT RESUME

ED 384 737 CE 069 351

AUTHOR	Lankard, Bettina A.
TITLE	Service Learning. Trends and Issues Alerts.
INSTITUTION	ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	95
CONTRACT	RR93002001
NOTE	4p.
PUB TYPE	Reference Materials - Bibliographies (131) -- Information Analyses - ERIC Clearinghouse Products (071)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Career Education; *Educational Benefits; *Educational Objectives; *Educational Principles; *Education Work Relationship; Elementary Secondary Education; Postsecondary Education; *Public Service
IDENTIFIERS	*Service Learning

ABSTRACT

Service learning is defined as a teaching/learning method connecting meaningful community service experiences with academic learning, personal growth, and civic responsibility. It is associated with various school-to-work transition efforts, including apprenticeship, tech prep, outcome-based education, and substance abuse and dropout prevention. As a form of work-based learning, service learning parallels many job training efforts. The concept of service learning first emerged in the Progressive Education movement of the early 1900s. The recent renewal of interest in service learning was reflected in the National and Community Service Trust Act of 1993. Service learning differs from volunteerism in that it requires a deliberate connection between service and academic learning and thoughtful reflection on the service experience. Charity and change are two orientations to service learning activities. Service learning and school-to-work initiatives are mutually compatible and offer similar benefits, including enabling environments in which employability skills may be developed, work-based experiences in a community setting, and collaboration between educators and community groups. (An annotated bibliography of 15 print resources about service learning and a list of 4 resource organizations are included.) (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 384 737

Service Learning
Trends and Issues Alerts

Bettina A. Lankard

ERIC Clearinghouse on Adult, Career, and Vocational Education
Center on Education and Training for Employment
College of Education
The Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090

CE069351

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ERIC Clearinghouse on Adult, Career, and Vocational Education

TRENDS AND ISSUES ALERTS

by Bettina A. Lankard

1995

Service Learning

"Service learning is a teaching/learning method that connects meaningful community service experiences with academic learning, personal growth, and civic responsibility" (Duckenfield and Wright 1995, p. 1). It has been associated with school-to-work transition efforts including apprenticeship, tech-prep, outcome-based education, substance abuse prevention, and dropout prevention. It represents a form of work-based learning that parallels many of the efforts in job training.

The concept of service learning first emerged in the Progressive Education Movement of the early 1900s. The educational philosophy of John Dewey, William Kilpatrick, and other curriculum theorists and educational reformers promoted a service component to learning projects that would lead students to recognize the benefits of using their academic abilities to respond to a variety of social concerns (Westheimer and Kahne 1994). The recent passage of the National and Community Service Trust Act of 1993 reflects a renewed focus on a service component of education by promoting the integration of community service, volunteerism, and service learning into elementary, secondary, and postsecondary curriculum. Some states such as Maryland and New York already require high school students to perform a given number of hours of community service as part of their graduation requirement. Other states—Vermont, Pennsylvania, and Minnesota—also have major efforts underway, thus reflecting the growing trend toward service learning.

Service learning, community service, and volunteerism emphasize social responsibility and commitment to social concerns. They reflect responses to John F. Kennedy's famous challenge to U.S. citizens: "Ask not what your country can do for you. Ask what you can do for your country." Service learning, however, involves more than charity or doing for others. It is distinguishable from community service and volunteerism in that it requires a deliberate connection between service and academic learning and is accompanied by thoughtful reflection on the service experience. It moves the learner beyond activities of charity to include those of critical analysis.

Westheimer and Kahne (1994) describe two orientations to service learning activities: charity and change. Charity relationships focus on giving; change relationships focus on caring through the forging of new connections and understanding. In describing these relationships, Westheimer and Kahne present as an example the following student report of a service learning activity that involved both charity (giving) and change (caring):

> The best moment of the day for me was when the soup kitchen was over, and I went to the hot dog stand and I saw a man, which I had served in the soup kitchen earlier, sitting on the bench. So I bought him a hot dog and we talked for about 15 minutes. He told me he was homeless for the simple fact that he was laid off. That was the first time I truly interacted with a homeless person before. He made me realize that no one is immune to it. (p. 4)

This exchange enabled the student to view the person served as a provider of new knowledge and insight—a resource for learning, rather than a client or receiver of services.

Service learning appeals to educators engaged in school reform as it offers an alternative to traditional education methods that is compatible with school-to-work initiatives. Bhaerman (1995) compares service learning with youth apprenticeships, highlighting such parallel elements as integration of work-based and school-based learning through connecting and coordinating activities, as well as differences related to the "paid" and "unpaid" nature of the work experience.

The benefits of service learning and school-to-work initiatives are similar—enabling environments in which to develop employability skills, work-based experiences in community settings, and collaboration between educators and community groups. The service component of service learning, however, offers a more holistic learning process. By combining community service with learning activities and reflecting on their experiences, students realize increased personal, social, and intellectual growth and preparation for work. They develop skills in decision making and problem solving, as well as interpersonal and critical thinking skills. They develop a sense of value for the work they do, the people they serve, and the contributions they can make to the communities in which they live—traits that are increasingly important to the employers they will seek to impress.

The following print resources provide a sampling of service learning initiatives and practical application in elementary, secondary, and postsecondary education.

Print Resources

Bhaerman, B. ***Service-Learning and School-to-Work Linkages. AACE Bonus Brief.*** Hermosa Beach, CA: American Association for Career Education, 1995.

Reviews the concepts of service learning and school-to-work transition; notes linkages, similarities and differences between the two; and discusses key issues.

Duckenfield, M., and Swanson, L. ***Service Learning: Meeting the Needs of Youth at Risk.*** Clemson, SC: National Dropout Prevention Center, 1992. (ED 348 622)

Service learning can be a powerful dropout prevention tool if students are engaged in significant, well-planned and genuine service and they reflect on their experiences to ensure a complete learning experience.

Duckenfield, M., and Wright, J., eds. ***Pocket Guide to Service Learning.*** Clemson, SC: National Dropout Prevention Center, 1995.

Provides guidelines for K-12 service learning programs, including standards for quality in school-based and community-based programs from the Alliance for Service Learning in Education Reform.

Fertman, C. I. ***Service Learning for All Students.*** Bloomington, IN: Phi Delta Kappa Educational Foundation, 1994. (ED 375 249)

Describes four basic elements of service learning (preparation, service, reflection, celebration) and benefits and drawbacks of SL activities. Outlines approaches for infusing SL into elementary, middle, and high school curricula.

Fertman, C. I. et al. ***Service-Learning Reflections.*** Pittsburgh: Pennsylvania Service-Learning Resource and Evaluation Network, 1994. (ED 368 910)

PennSERVE's mission is to make community service the expectation of all Pennsylvania citizens. According to focus group participants, it has had demonstrable impacts on students and the community.

Jones, B. L., and Kinsley, C. W. "Resources for Community Service Learning." ***Equity and Excellence in Education*** 26, no. 2 (September 1993): 74-76. (EJ 476 937)

Presents selected resources in the following categories: service learning, adolescents today, interorganizational and community relations, and assessment.

Kinsley, C. W. "Community Service Learning as Pedagogy." ***Equity and Excellence in Education*** 26, no. 2 (September 1993): 53-59. (EJ 476 933)

This case study of community service learning at a middle school provides information about what happens when teacher integrate community service into the curriculum as an instructional strategy.

Kinsley, C. W., ed. ***Enriching the Curriculum through Service Learning.*** Alexandria, VA: Association for Supervision and Curriculum Development, 1995.

Twenty-one contributors describe specific service learning projects that have enhanced the curriculum in schools across the United States and have improved student learning.

Kraft, R. J. "Closed Classrooms, High Mountains, and Strange Lands." ***Journal of Experiential Education*** 15, no. 3 (November 1992): 8-15. (EJ 458 141)

Service learning is one of several processes that prepare students for real life by providing life-changing experiences.

MacNichol, R. "Service Learning: A Challenge to Do the Right Thing." ***Equity and Excellence in Education*** 26, no. 2 (September 1993): 9-11. (EJ 476 923)

Explores how community service learning enhances professional renewal, enrichment, and meaning and changes school cultures.

Olszewski, W., and Bussler, D. "Learning to Serve—Serving to Learn." Conference paper, 1993. (ED 367 615)

A legitimate service learning project provides opportunity for decision making, problem solving, interpersonal skill building, critical thinking, cooperation, and identification of priorities and values. Mankato State University provides an example of how to make SL an integral part of institutional thinking.

Parsons, C. ***Removing Barriers: Service Learning in Rural Areas.*** Washington, DC: Council of Chief State School Officers, 1993. (ED 367 511)

Explains how barriers to SL in rural areas such as lack of time, transportation, student supervision, and teacher experience can be overcome.

Perrone, V. "Learning for Life: When Do We Begin?" ***Equity and Excellence in Education*** 26, no. 2 (September 1993): 5-8. (EJ 476 922)

Service learning needs to be more than a single activity so that students see it in more than school terms. It can revitalize schools while integrating students into life in their communities.

Watkins, J., and Wilkes, D. ***Sharing Success in the Southeast: Promising Service-Learning Programs.*** Tallahassee, FL: SERVE (SouthEastern Regional Vision for Education), 1993. (ED 366 727)

Highlights more than 30 elementary-secondary programs that have been identified as effectively integrating student service into the academic curriculum.

Westheimer, J., and Kahne, J. "In the Service of What? The Politics of Service Learning." Conference paper, 1994. (ED 375 521)

By focusing on charity rather than change and emphasizing noncontroversial issues, educators forego opportunities for meaningful analysis and transformative experiences.

Resource Organizations

COOL: Campus Outreach Opportunity League, 386 McNeal Hall, St. Paul, MN 55108-1011 (612) 624-3018

Corporation for National Service, 1201 New York Avenue, NW, Washington, DC 20524 (202) 606-5000

National Service-Learning Cooperative/Clearinghouse, University of Minnesota, 1954 Buford Avenue, R-290, St. Paul, MN 55108 (800) 808-7378, (612) 625-6276; Internet: serve@maroon.tc.umn.edu

Partnership for Service Learning, 815 Second Avenue, Suite 315, New York, NY 10017-4594 (212) 986-0989

Developed with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under Contract No. RR93002001. Opinions expressed do not necessarily reflect the position or policies of OERI or the Department. ***Trends and Issues Alerts*** may be freely reproduced.

CENTER ON EDUCATION AND TRAINING FOR EMPLOYMENT
THE OHIO STATE UNIVERSITY
1900 KENNY ROAD • COLUMBUS, OHIO 43210